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ABSTRACT

This study assessed the learning outcomes of students with disabilities who attended the "New Student Orientation Program" at California State University, Northridge in the fall 2003 semester. Forty-two students completed a locally developed pretest and posttest that contained 25 core questions. These questions covered the content areas of accommodation services provided, student advocacy, office location, and timelines to acquire accommodations. A comparison of the pretest scores to the posttest scores demonstrates that students' knowledge about the content increased by 12% overall. However, the students scored lower on the posttest in the five accommodation service areas. A "freshman" subgroup scored lower in three additional content areas. Further study is required to determine the cause of this score discrepancy. A satisfaction survey was also part of the posttest. It indicated that 98% of the students were satisfied with the program. Although this rating is high, several program changes were recommended to ensure higher levels of learning. These included consistent use of language, more one-on-one program time, and ensuring that content areas are covered thoroughly. The pretest and posttest are attached. (Contains 21 references.) (SLD)

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Running head: ORIENTATION ASSESSMENT

An Assessment of Learning Outcomes for an Orientation Program for Students with Disabilities

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Executive Summary

An Assessment of Learning Outcomes for an Orientation Program for Students with Disabilities

This study assessed the learning outcomes of students with disabilities who attended the "New Student Orientation Program" at California State University, Northridge (CSUN) in the fall 2003 semester. Forty-two students completed a locally developed pretest and post-test that contained 25 core questions. These questions covered the content areas of accommodation services provided, student advocacy, office location, and timelines to acquire accommodations.

A comparison of the pretest scores to the post-test scores demonstrates that the students' knowledge about the content increased by 12% overall. However, the students scored lower on the post-test in the five accommodation service areas. A "freshman" subgroup scored lower in three additional content areas. Further study is required to determine the cause of this score discrepancy.

A satisfaction survey was also a part of the post-test. It indicated that 98% of the students were satisfied with the program. Although this rating is high, several program changes were recommended to ensure higher levels of learning. These included consistent use of language, more one-on-one program time, and ensuring that content areas are covered thoroughly.

An Assessment of Learning Outcomes for an Orientation Program for Students with Disabilities

The "New Student Orientation" is a program run by the Students with Disabilities Resources (SDR) office. This office is a unit of the Center on Disabilities, which is a department in the division of Student Affairs at California State University, Northridge (CSUN). CSUN has over 1,200 students with disabilities on the campus. Each year over 150 of them will be accessing accommodations for their disabilities for the first time. The most significant number of these students do so during the beginning of the fall semester. Therefore, each fall semester the SDR program and the National Center on Deafness (NCOD) provide two separate orientation programs. The NCOD program is for students who are deaf or hard of hearing and the SDR program is for students with any other type of disability.

These orientation programs are mandated by the California State University (CSU) Chancellor's Office in a coded memo entitled "Policy for the Provision of Accommodations and Support Services to Students with Disabilities" (California State University, 2002). It requires the CSUN campus to provide, "Supplemental specialized orientation to acquaint students with the campus environment." At CSUN, the decision was made that this programming would be provided by the NCOD and SDR offices. For the purposes of this study, only the SDR program was assessed.

SDR pledges to students that the program staff will, "provide a variety of support services to empower students, foster independence, promote achievement of realistic career and educational goals, and assist students in discovering, developing, and demonstrating their full potential and abilities." The New Student Orientation Program is designed to be the first step in this process. This program has two basic goals. The first one is to introduce students to the services and programs available through SDR and other disability accommodation related areas of the campus. The second goal is to introduce students to the "Journey to Success" framework. The Journey to Success framework is a transition program that begins with the orientation program, has a series of developmental steps in the middle, and culminates with the student graduating and finding successful employment.

Since the orientation is only the beginning step, the program is kept simple and contains four expected outcomes. The first one is that students will learn where the SDR office is located. The second one is that students will learn what disability accommodation services and programs are available from the SDR office and, which ones are offered from other areas of the campus or community. The third one is that students will learn how to access disability accommodations. The fourth one is that students will learn that they are responsible for requesting and advocating for appropriate disability accommodations within appropriate timeframes.

Previous evaluations of the New Student Orientation program have only covered participant satisfaction. The CSU Chancellor's office requires only satisfaction evaluations for programs and accommodations provided to students with disabilities. Is it possible that the students found the program to be satisfactory without the program achieving any of its learning outcomes? This question leads to the basic inquiry of this assessment. Do students with disabilities learn where the SDR office is located, what services and programs are available, how to access disability related accommodations and advocacy expectations through the SDR New Student Orientation program?

Literature Review

A review of the literature written specifically about the assessment of postsecondary orientation programs for students with disabilities reveals that there has been very little research about the subject. In order to understand the need for such programs, one must look at the literature written about the transition issues for students with disabilities. This information will explain how orientation programs for student with disabilities are a component of a comprehensive set of activities to assist the student in making a successful transition into a postsecondary educational setting.

Legal Issues

There are three laws that influence transition issues for students with disabilities. The first law is section 504 of the

1973 Rehabilitation Act. This law was the first civil rights law to prohibit discrimination based on disability by programs that receive federal assistance. This law encompasses most public postsecondary institutions, but very few private institutions. It requires that institutions provide services and related aids to students with disabilities to ensure that each student is given the same chance to acquire a postsecondary education as students without disabilities (Rehabilitation Act of 1973).

The second law that affects postsecondary institutions is the Americans with Disabilities Act of 1990. This too is a civil rights law. This law prohibits discrimination solely based on disability for employment and public services. This law covers almost all institutions of higher education (Americans with Disabilities Act of 1990). The combination of these first two laws is the basis for most specialized services to students with disabilities on postsecondary campuses including transition and orientation programs. These laws require the student to advocate for disability related accommodations and to provide documentation of the disability with specific functional limitations diagnosed by a qualified health professional.

The third law that influences transition and orientation programs is the Individuals with Disabilities Act (IDEA) of 1997. This law is an education act that provides federal assistance to educational entities to guarantee special education services to students age 3-21 with disabilities (Individuals with Disabilities Act of 1990). While this law does not provide a mandate to postsecondary educational institutions,

it does influence the need for specialized orientation programs. Under IDEA, students have the right to be evaluated for the existence of disabilities at the school's cost. Under section 504 and the ADA, this is the student's responsibility. In the IDEA, accommodations for disabilities require that school personnel develop an individualized educational plan (IEP) for each student. This plan must include the student's preferences, however the parents advocate on behalf of the student. Under section 504 and ADA, the student's disability must be accommodated but consideration of the student's preferences is not required and the student must advocate for himself or herself (The Council for Exceptional Children, 2001).

The IDEA creates a situation where the student is dependent on both the school and the parents to ensure that student's disability related needs are met. This situation leads to a dichotomy between how accommodation needs are met in the K-12 educational system and how they are met in a postsecondary educational institution (Schutz, 2002). Therefore, IDEA included transition services at the secondary level to prepare students to advocate for themselves and develop relationships with the postsecondary institution (Skinner, 2003).

Models and Studies

In order to develop programs that facilitate students with disabilities through the transition from high school to postsecondary education, several models and studies have been piloted. In each of the following models or studies, college

orientation or a connection to the college through the disabled student services office is mentioned as a critical part of the student's success. One model utilized is the inclusion of the Individual Transition Plans (ITP) as part of the student's IEP. This plan starts when the student reaches age 16. A team of people including the student, the parents, the guidance counselor, the special education coordinator, and any specialist the student might be utilizing in high school develop this plan. These plans often include visits to institutions of higher education and participation in orientation programs (Smith, English, & Vasek, 2002).

The Higher Education Transition Model was created and piloted in Project Excel (Serebreni, Rumrill, Mullins, & Gordon, 1993). This model considers the three components of psychosocial adjustment, academic development, and college/community orientation. The program is inclusive of students with various disabilities and encourages students to participate in college orientation programs (Gartin, Rumrill, & Serebreni, 1996).

The South Carolina Developmental Disabilities Council developed materials to create a comprehensive transition-training program. This program covers topics such as defining transition, identifying student's strengths and weakness, understanding the law, asking for accommodations, and selecting a postsecondary school. These materials urge students to make a connection with the postsecondary institutions they are planning to attend (Bresette et al., 1994).

The Transdisciplinary Transition Model (TTM) is a sequential model with four steps for a learning-disabled student to complete. These steps are planning, training, placement, and follow-up. The third step of this model focuses on the student being placed in a postsecondary setting and utilizing the accommodations available to him or her (Levinson & Ohler, 1998).

A study of students that are blind or have low vision indicates that these students are overprotected and do not have the skills necessary to make a successful transition to postsecondary education (McBroom, Tedder, & Kang, 1991). Lynn McBroom did a follow-up study to determine what preparation was necessary to build those skills that would lead to a successful transition by students with visual impairments. Communicating with faculty, attending orientation, and establishing a relationship with the disability services office were among the activities that ranked high (McBroom, 1997).

Project ASSIST is a program developed at the University of Wisconsin-Whitewater to facilitate the adjustment of students with learning disabilities from high school to a postsecondary institution. This program focuses on six areas: affective support, academic reinforcement, diagnostic evaluation, strategy training, campus awareness, and support-service awareness. The support-service awareness section includes an orientation to the disabled student services office (Dalke & Schmitt, 1987).

In a study about students with psychiatric disabilities, Linda Cooper found that an essential service for these students is an awareness of services provided by the campus staff

(Cooper, 1993). This finding is similar to another study done by Karen Unger. Her study found that the services provided by most disabled student service offices and knowledge about how to access these services are essential to the success of students with psychiatric disabilities (Unger, 1991).

In each of these examples, orientation to the campus and the disabled student services office is shown to be an essential part of the transition program. Nowhere in the literature is there a description of the elements or factors required to ensure that the student becomes properly oriented. In the CSU system, there is a mandate that a specialized orientation program exist (California State University, 2002). However, this document does not stipulate what must be included in the specialized orientation. Nor does it suggest what type of program format should be followed.

Need for Outcome Assessment

Currently, there is no evidence for any of the models or studies above that learning outcomes have been evaluated. In looking for studies that research the efficacy of programs for students with disabilities at the postsecondary level only two could be found. In the first report, program directors completed surveys that describe the status of structural accessibility, academic accessibility, accessibility of dorm living, and the availability of recreational opportunities for students with orthopedic disabilities (Singh, 2003). In this report, academic accessibility is defined as the availability of note taking

services, extended time on test and flexibility of time and place for test taking. There is no mention of how this academic accessibility affects the students learning outcome.

The second study assesses the satisfaction levels of disabled student program directors with the transition services provided to students with learning disabilities. In this study, the greatest weakness is the student's preparation for self-advocacy (Janiga & Costenbader, 2002). Again, there is no mention of learning outcomes for the student.

The Association for Higher Education and Disability (AHEAD) is the professional organization for personnel providing services to students with disabilities in postsecondary settings. In the fall of 1999, the organization published professional standards and professional development guidelines for postsecondary disability personnel. Among the many things listed in this document, is the professional standard to evaluate program services (Dukes III, Lyman, & Shaw, 1999).

The profession of providing services to postsecondary students with disabilities is relatively new. However, if the profession wants to be recognized for its contribution to academia, it will need to do more in terms of outcome assessments. The purpose of this research is to demonstrate the efficacy of an orientation program for students with disabilities. Specifically, it will evaluate whether participants learn where to go for services, what services are offered, and who advocates for the student.

Research Design and Method

Participants

The participants for this study were the new students that registered with SDR prior to the orientation program who completed the program registration process. These students were a combination of first-time freshman, students transferring from a community college or other 4-year postsecondary institution, and students already matriculating at CSUN that had recently been identified as students with disabilities. These students had a variety of disabilities including vision loss, mobility impairments, communication impairments, learning disabilities, mental health disabilities, and various other functional limitations due to disabling conditions. The SDR orientation program is voluntary. Thus, not all of the 100+ eligible students participated. Sixty-three students participated in some part of the program.

Quantitative or Qualitative

A quantitative instrument in the form of a pretest and post-test was chosen as the measurement instrument. This method of assessment was chosen for several reasons. First, the pretest provided SDR staff members with some information about the students prior to the program. It also gave them some sense of what the students already knew. Second, many staff members were on vacation just prior to the program. Therefore, an interview style pre-program assessment would overload the staff. Third, it has been demonstrated in the past, that the staff tend to

"assist" students to get the correct answers. Therefore, a mechanism that removes staff from the process was used. Fourth, SDR wanted to be able to demonstrate a starting point for the students. This is similar to Alexander Astin's input-environment-outcome (I-E-O) model (Upcraft and Schuh, 1996, p. 218-223). The pretest represents the input or what the student already knows. The orientation program is the environment and the post-test is the output or what the student knows at the point of completing the program. The difference between the input and the output is the evaluation of the program's effectiveness on the student's knowledge about the subject matter.

An intensive literature review did not yield any findings of a similar study. Therefore, an instrument that would measure the students' knowledge about where the SDR office is located, what services and programs are available, how to access disability related accommodations and advocacy expectations needed to be developed. On the pretest, there are 33 response items. Twenty-five of these represent the core questions that will be utilized for comparison. These questions are listed on Table 1. Twenty of these questions ask the students to determine whether the services listed are provided by SDR. The remaining five questions are multiple-choice. They cover the topics of student advocacy, program name, and program location.

Table 1

Services Provided by SDR: (Which of the following 20 services/programs do you think SDR provides.)

1.	Note Taking	Yes	No	Unsure
2.	Tutoring	Yes	No	Unsure
3.	Transportation Services	Yes	No	Unsure
4.	Priority Registration	Yes	No	Unsure
5.	Mobility Orientation/Training	Yes	No	Unsure
6.	Employment Assistance	Yes	No	Unsure
7.	Mentoring and Skill Building	Yes	No	Unsure
8.	Special Parking Permits	Yes	No	Unsure
9.	Adaptive Physical Education Classes	Yes	No	Unsure
10.	Assistive Technology Assessment and Training	Yes	No	Unsure
11.	Attendant Care	Yes	No	Unsure
12.	Scholarships	Yes	No	Unsure
13.	Accessible Housing	Yes	No	Unsure
14.	Advisement for Major	Yes	No	Unsure
15.	Course Waivers	Yes	No	Unsure
16.	Personal Counseling Therapy	Yes	No	Unsure
17.	Test Taking Accommodations	Yes	No	Unsure
18.	Learning Disability Assessment	Yes	No	Unsure
19.	Disability Management Counseling	Yes	No	Unsure
20.	Alternative Format Materials Braille, Large print, e-text)	Yes	No	Unsure

21. SDR stands for?(Please select one of the 4 options listed)
    - o Students Deserving Recognition
    - o Serving Disability Requirements
    - o Students with Disabilities Resources
    - o Student Diversity Resources
22. Where is the SDR office located? (Please select one of the 4 options listed)
    - o The Abbott & Linda Brown Western Center for Adaptive Aquatic Therapy
    - o The Student Service Building
    - o The University Student Union
    - o The Oviatt Library
23. Recommendations for accommodations are determined by. (Please select one of the 4 options listed)
    - o The doctor according to the student's disability
    - o The parents according to the student's previous IEP
    - o What the student wants
    - o The SDR counselor in collaboration with the student, according to the student's documented disability related functional limitations
24. Who notifies professors that a student needs an accommodation in class? (Please select one of the 4 options listed)
    - o The student
    - o The SDR counselor
    - o The student's parents
    - o The student's doctor

25. How often does a student need to request an accommodation? (Please select one of the 4 options listed)
    - o Only once when the student initially sign in with an SDR counselor
    - o At least once each semester
    - o Every other week
    - o The day the accommodation is needed

The pretest was administered via the SDR website and provides the students with a mechanism to register for the program, while providing the pretest questionnaire. A copy of the pretest is included in Appendix A. For students that did not have access to the SDR website, there was a phone number that a student could call during regular business hours and talk to a student assistant who entered the information for them. An email was generated to the student from the pretest submission, confirming his or her answers and the time, date, place and directions to the program. A flyer and email was distributed to the 107 eligible students, describing the event and detailing the options on how to register.

The post-test, which covered the same twenty-five core questions, was administered in a pencil and paper format with alternative formats in Braille and large print available for students that requested it. A reader and a scribe were available to any student that requested it. The post-test was administered at the end of the formal orientation presentations. In accordance with Chancellor's Office directives, this instrument

also included a student satisfaction component (California State University, 2002). The post-test was collected and used for the drawing held for several incentive door prizes. Both the pretest and the post-test were piloted with several student assistants working in another building to ensure its ease of use, clarity of information, and correct electronic functioning. A copy of the post-test is included in Appendix B.

Results

Data Collection

The data from the pretest was initially collected in the form of one email per response. The email was electronically generated from the website once the student submitted the registration form. Each email contained a character delimited data series, which was cut and pasted directly into a spreadsheet. Any questions about the upcoming orientation or disability related accommodation requests were forwarded to a SDR staff member for response. The registration information was forwarded to the orientation program coordinator for processing.

The data from the post-test was manually entered onto a second spreadsheet in the same workbook. This data was then double-checked by a second party for accuracy. Each student was assigned a project ID number that was recorded on a spreadsheet labeled "Respondents ID." Then the pretest and post-test records were checked to verify that the same ID number had been assigned to both of the student's records. Once this was completed, the student's first name, last name, CSUN ID number, and email

address was stripped from the data in order to maintain confidentiality. The pretest and post-test sheets were then copied and any student that did not complete both a pretest and a post-test was removed from the data.

Tabulating the Data

Each spreadsheet contained formulas to calculate the number of each type of response for each question and an overall score for each individual student. After these calculations were completed, the pretest and post-test sheets were copied twice. On the first set of copies, all the freshman students were kept and any student that had previously attended a postsecondary institution was deleted. This created a "freshman" set of data. On the second set of sheets, all of the freshmen were deleted and all of the remaining students were labeled as "transfer."

A final spreadsheet was developed to compare the data. This spreadsheet compared the different types of responses for the pretest and post-test and calculated the percentage of change for each question. In this process, responses marked as "unsure" were counted as incorrect. Calculations for each question were created in each of the three categories of data: overall, freshman, and transfer. These results are listed in Table 1.

There were 60 students that responded to the pretest and 45 students that responded to the post-test. A cross reference of these students revealed that 42 students completed both instruments. These 42 students were included in the study. Of

these students, 13 were first-time freshman and 29 were students that had previously attended a postsecondary institution.

Outcomes

Several things became evident from the data. No one student correctly answered all of the questions on the pretest or post-test. It is reasonable that no student would get all of the questions correct on the pretest. After all, the students have not yet been taught the information. However, one might expect a better response from the post-test given the fact that the information was covered within three hours of the post-test. The average score on the pretest was 12.6 with a standard deviation of 3.3 out of 25 possible points. The average score on the post-test was 15.6 with a standard deviation of 1.9 out of 25 possible points. This indicates that the students increased their overall knowledge by 3 points or 12%. This data also indicates that the students came to a more common level of understanding about the disability accommodation services offered by SDR. Table 2 lists the pretest, post-test, and percentage change for the three categories of all participants, freshmen participants and transfer participants.

This study included a satisfaction section per a requirement of the CSU Chancellor's Office. Ninety-eight percent of the students ranked the orientation program as excellent or good. Student comments indicate that directional signage and minor program changes such as more individual time and longer bathroom breaks are desirable program changes.

Table 2

Question	Overall % Correct			Freshman % Correct			Transfer % Correct		
	Pretest	Post-test	Change	Pretest	Post-test	Change	Pretest	Post-test	Change
SDR Provides: Note Taking	92.9	97.6	4.8	92.3	100	7.7	93.1	96.6	3.4
Tutoring	9.5	23.8	14.3	15.4	7.7	-7.7	6.9	31.0	24.1
Transportation Services	19.0	23.8	4.8	30.5	38.5	7.7	13.8	17.2	3.4
Priority Registration	81.0	88.1	7.1	61.5	61.5	0.0	89.7	100	10.3
Mobility Orientation	21.4	54.8	33.3	23.1	53.8	30.8	20.7	55.2	34.5
Employment Assistance	50.0	81.0	31.0	46.2	53.8	7.7	51.7	93.1	41.4
Mentoring & Skill Building	59.5	100	40.5	76.9	100	23.1	51.7	100	48.3
Special Parking Permit	21.4	28.6	7.1	23.1	38.5	15.4	20.7	24.1	3.4
Adaptive P.E. Classes	19.0	4.8	-14.3	23.1	0.0	-23.1	17.2	6.9	-10.3
Assistive Technology Assessment/ Training	47.6	90.5	42.9	46.2	92.3	46.2	48.3	89.7	41.4
Attendant Care	33.3	28.6	-4.8	30.8	23.1	-7.7	34.5	31.0	-3.4
Scholarships	35.7	45.2	9.5	23.1	30.8	7.7	41.4	51.7	10.3
Accessible Housing	19.0	11.9	-7.1	23.1	7.7	-15.4	17.2	13.8	-3.4
Advisement for Major	16.7	16.7	0.0	15.4	0.0	-15.4	17.2	24.1	6.9
Course Waivers	31.0	26.2	-4.8	30.8	30.8	0.0	31.0	24.1	-6.9
Personal Counseling/ Therapy	19.0	2.4	-16.7	23.1	7.7	-15.4	17.2	0.0	-17.2
Test-Taking Accommodations	95.2	97.6	2.4	92.3	100	7.7	96.6	96.6	0.0

Learning Disability Assessment	78.6	95.2	16.7	53.8	100	46.2	89.7	93.1	3.4
Disability Management Counseling	59.5	92.9	33.3	61.5	92.3	30.8	58.6	93.1	34.5
Alternative Format Materials	69.0	97.6	28.6	69.2	92.3	23.1	69.0	100	31.0
What does "SDR" stand for?	85.7	100	14.3	84.6	100	15.4	86.2	100	13.8
Where is the SDR office located?	90.5	92.9	2.4	76.9	76.9	0.0	96.6	100	3.4
Who determines recommendation for accommodations?	81.0	92.9	11.9	46.2	84.6	38.5	96.6	96.6	0.0
Who notifies professors that a student needs an accommodation in class?	81.0	88.1	7.1	84.6	76.9	-7.7	79.3	93.1	13.8
How often does a student need to request an accommodation?	47.6	83.3	35.7	38.5	84.6	46.2	51.7	82.8	31.0

Discussion

While overall the scores revealed that the students learned new information, there were individual sections that the students did not master. For instance, in the sections on personal counseling, accessible housing, attendant care, adaptive physical education, and course waivers, the students actually scored worse on the post-test than on the pretest. If the students did poorly on both the pretest and the post-test, then one might assume that the assessment instrument was flawed. However, the same 25 core questions were asked in both cases and

the only significant change between the administrations of the two tests was the exposure from the orientation program.

A review of the orientation program revealed that some of the subjects were not discussed or were only answered in the small group process and thus, not everyone received the same information. This score discrepancy was discussed at a staff orientation-debriefing meeting and the staff felt that some of the confusion could have been generated by the use of inconsistent terminology by the presenters. In the case of the adaptive physical education score, the staff felt that holding the orientation at the Abbott and Linda Brown Western Center for Adaptive Aquatic Therapy instead of the SDR office might have misled some students into thinking that this program was a part of SDR.

In evaluating the "freshman" group, there were three other noticeable sections where they scored lower on the post-test than the pretest. These were professor notification of a needed accommodation, provision of tutoring, and advisement in major. The "transfer" students scored higher in these areas. Thus, these areas did not appear as discrepancies in the overall scores. It is unclear why the "freshman" scored lower in the areas covering notification of professors, tutoring and major advisement. If it was due to the dichotomy of how services are provided in high school verses postsecondary education, one might expect the pretest and post-test scores to be equally poor. This does not explain why they answered correctly on the pretest, but incorrectly on the post-test. These areas will have

to be explored in-depth to discover why the "freshman" students found the information confusing and the "transfer" students were able to acquire it. The use of future focus groups might be helpful in discovering this information.

Conclusion

Overall, the study demonstrates that the students were satisfied and that the orientation program led to positive learning outcomes for the majority of the material covered. It also demonstrates that more must be done. Students clearly do not understand sections of information about how to acquire personal counseling, accessible housing, attendant care, adaptive physical education, and course waivers. Additionally, methods must be reviewed to ensure that "freshman" acquire knowledge about who notifies the professors about accommodations, how to receive tutoring, and how to obtain major advisement. Some factors to consider in revising the program include the use of language that is more consistent and ensuring that all information sections are covered for all students. Delivery methods should be reviewed to ensure that "freshmen" are better able to acquire the information. One option to consider is utilizing focus groups to explore comments made on the post-test by "freshmen" to make the sessions more fun and longer.

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Appendix A

Pretest Registration Questionnaire

California State University Northridge

STUDENTS with Disabilities Resources

Center on Disabilities, "Student Disabilities Resources (SDR)"

Registration Questionnaire

Submitting Questionnaire will register for SDR Orientation August 21, 2003

Welcome to California State University Northridge. This registration questionnaire will register you for the Students with Disabilities Resources (SDR) new student orientation August 21, 2003. In order to ensure that we meet your needs during orientation, please take a few minutes to complete all of the questions below to fully register for orientation. A confirmation email will be sent to you with directions to the location.

Registrant Information -

(Put your name as you want it to appear on your nametag)

First Name: _____ Last Name: _____

CSUN ID Number: _____ Email Address: _____

Disability Accommodations -

Alternative accommodation needs available. Please indicate your preference.

- ☐ No Disability Accommodation
- ☐ Large Print
- ☐ Assistive Listening Device
- ☐ Sign Language Interpreter
- ☐ Braille
- ☐ Other (Please contact Rep)

Student Status -

(Please select the status that best suits you from the 5 options listed)

- ○ First-time freshman
- ○ A returning CSUN Student? New to SDR Program
- ○ Junior transfer student from CA community college
- ○ Transfer student from another 4 -year university or college
- ○ Graduate or Credential Student

SDR Questionnaire -

We are interested in hearing what you know about services offered by SDR.

Services Provided by SDR:
(Which of the following 20 services/programs do you think SDR provides.)

Note Taking	Yes	No	Unsure	Attendant Care	Yes	No	Unsure
Tutoring	Yes	No	Unsure	Scholarships	Yes	No	Unsure
Transportation Services	Yes	No	Unsure	Accessible Housing	Yes	No	Unsure
Priority Registration	Yes	No	Unsure	Advisement for Major	Yes	No	Unsure
Mobility Orientation/ Training	Yes	No	Unsure	Course Waivers	Yes	No	Unsure
Employment Assistance	Yes	No	Unsure	Personal Counseling Therapy	Yes	No	Unsure
Mentoring and Skill Building	Yes	No	Unsure	Test Taking Accommo-dations	Yes	No	Unsure
Special Parking Permits	Yes	No	Unsure	Learning Disability Assessment	Yes	No	Unsure
Adaptive Physical Education Classes	Yes	No	Unsure	Disability Management Counseling	Yes	No	Unsure
Assistive Technology Assessment and Training	Yes	No	Unsure	Alternative Format Materials (Braille, Large print, e-text)	Yes	No	Unsure

SDR stands for?
(Please select one of the 4 options listed)

- Students Deserving Recognition
- Serving Disability Requirements

- Students with Disabilities Resources
- Student Diversity Resources

Where is the SDR office located?
(Please select one of the 4 options listed)

- The Abbott & Linda Brown Western Center for Adoptive Aquatic Therapy
- The Student Service Building
- The University Student Union
- The Oviatt Library

Recommendations for accommodations are determined by.
(Please select one of the 4 options listed)

- The doctor according to the student's disability
- The parents according to the student's previous IEP
- What the student wants
- The SDR counselor in collaboration with the student, according to the student's documented disability related functional limitations

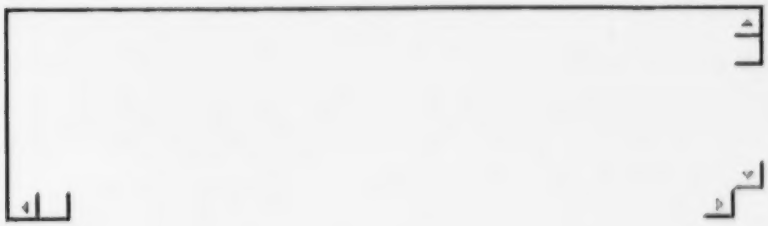
Who notifies professors that a student needs an accommodation in class?
(Please select one of the 4 options listed)

- The student
- The SDR counselor
- The student's parents
- The student's doctor

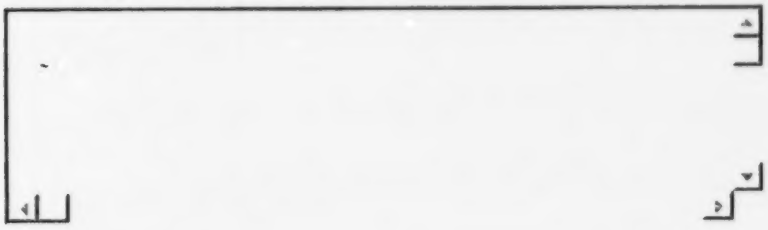
How often does a student need to request an accommodation?
(Please select one of the 4 options listed)

- Only once when the student initially sign in with an SDR counselor
- At least once each semester
- Every other week
- The day the accommodation is needed.

Below, please type any questions you have regarding disability related accommodations at CSUN:



Below, type any questions you have about beginning your CSUN academic career:



Submit Questionnaire | Reset

Appendix B

Post-test Questionnaire

California State University
Northridge

Center on Disabilities

"Student Disabilities Resources (SDR)"

STUDENTS with Disabilities Resources

Follow up Questionnaire

Registrant Information:

First Name: _____ Last Name _____ CSUN ID #_____

Services provided by SDR: (Which of the following 20 services/programs do you think SDR provides)

Note Taking	❒	No	❒	Yes	❒	Unsure
Tutoring	❒	No	❒	Yes	❒	Unsure
Transportation Services	❒	No	❒	Yes	❒	Unsure
Priority Registration	❒	No	❒	Yes	❒	Unsure
Mobility Orientation/Train	❒	No	❒	Yes	❒	Unsure
Employment Assistance	❒	No	❒	Yes	❒	Unsure
Mentoring & Skill Building	❒	No	❒	Yes	❒	Unsure
Special Parking Permits	❒	No	❒	Yes	❒	Unsure
Adaptive Physical Education Classes	❒	No	❒	Yes	❒	Unsure
Assistive Technology Assessment/Training	❒	No	❒	Yes	❒	Unsure
Attendant Care	❒	No	❒	Yes	❒	Unsure
Scholarships	❒	No	❒	Yes	❒	Unsure
Accessible Housing	❒	No	❒	Yes	❒	Unsure
Advisement for Major	❒	No	❒	Yes	❒	Unsure
Course Waivers	❒	No	❒	Yes	❒	Unsure
Personal Counseling Therapy	❒	No	❒	Yes	❒	Unsure
Test Taking Accommodations	❒	No	❒	Yes	❒	Unsure
Learning Disability Assessment	❒	No	❒	Yes	❒	Unsure
Disability Management Counseling	❒	No	❒	Yes	❒	Unsure
Alternative Format Materials (Braille, Large Print, E-text)	❒	No	❒	Yes	❒	Unsure

SDR stands for: (Please select **one** of the 4 options listed)

❒ Students Deserving Recognition	❒ Serving Disability Requirements	❒ Students with Disabilities Resources	❒ Student Diversity Resources

Where is the SDR office located? (Please select **one** of the 4 options listed)

❒ Abbott & Linda Brown Western Ctr. For Adoptive Aquatic Therapy	❒ Student Service Building	❒ University Student Union	❒ Oviatt Library

Recommendations for accommodations are determined by: (Please select **one** of the 4 options listed)

❒ The doctor according to the student's disability	❒ The parents according to the student's previous IEP	❒ What the student wants	❒ The SDR counselor in collaboration with the student, according to the student's documented disability related functional limitations

Who notifies professors that a student needs an accommodation in class? (Please select **one** of the 4 options listed)

❒ The student	❒ The SDR counselor	❒ The student's parents	❒ The student's doctor

How often does a student need to request an accommodation? (Please select **one** of the 4 options listed)

❒ Only once when the student initially signs in with a SDR counselor	❒ At least once each semester	❒ Every other week	❒ The day the accommodation is needed

Overall Orientation Satisfaction Rating (Please select one of the 6 options listed)

❒ **Excellent**	❒ **Good**	❒ **Fair**	❒ **Poor**	❒ **Not at all satisfied**

What things would you do to improve orientation for next year's students?

_____

_____

_____

Complete form to enter our prize drawing in SDR Office at 12:30pm. You must be present to win.

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